

Heath Springs Elementary

158 Solar Road
Heath Springs, SC 29058

Grades	K-5 Elementary School	
Enrollment	318 Students	
Principal	Sheri M. Watson	803-273-3176
Superintendent	Patricia K. Burns	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	49	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Below Average	Yes

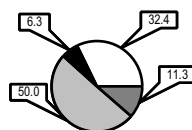
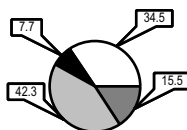
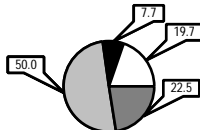
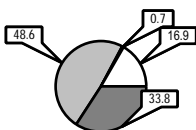
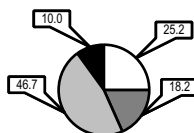
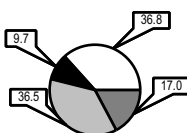
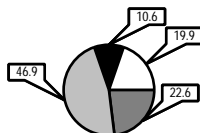
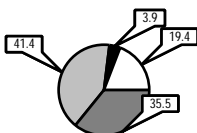
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	151	100.0	16.9	48.6	33.8	0.7	42.3	Yes	Yes
Gender									
Male	82	100.0	20.3	44.6	35.1	0.0	43.2		
Female	69	100.0	13.2	52.9	32.4	1.5	41.2		
Racial/Ethnic Group									
White	109	100.0	8.7	53.8	37.5	0.0	47.1	Yes	Yes
African American	42	100.0	39.5	34.2	23.7	2.6	28.9	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	100.0	14.7	47.7	36.7	0.9	45.9		
Disabled	37	100.0	24.2	51.5	24.2	0.0	30.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	151	100.0	16.9	48.6	33.8	0.7	42.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	151	100.0	16.9	48.6	33.8	0.7	42.3		
Socio-Economic Status									
Subsidized meals	75	100.0	25.8	48.5	25.8	0.0	34.8	Yes	Yes
Full-pay meals	76	100.0	9.2	48.7	40.8	1.3	48.7		

Mathematics – State Performance Objective = 36.7%									
All Students	151	100.0	19.7	50.0	22.5	7.7	50.7	Yes	Yes
Gender									
Male	82	100.0	16.2	50.0	24.3	9.5	52.7		
Female	69	100.0	23.5	50.0	20.6	5.9	48.5		
Racial/Ethnic Group									
White	109	100.0	10.6	53.8	27.9	7.7	59.6	Yes	Yes
African American	42	100.0	44.7	39.5	7.9	7.9	26.3	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	100.0	13.8	50.5	25.7	10.1	56.9		
Disabled	37	100.0	39.4	48.5	12.1	0.0	30.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	151	100.0	19.7	50.0	22.5	7.7	50.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	151	100.0	19.7	50.0	22.5	7.7	50.7		
Socio-Economic Status									
Subsidized meals	75	100.0	33.3	48.5	13.6	4.5	34.8	Yes	Yes
Full-pay meals	76	100.0	7.9	51.3	30.3	10.5	64.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	151	100.0	34.5	42.3	15.5	7.7	23.2
Gender							
Male	82	100.0	35.1	40.5	13.5	10.8	24.3
Female	69	100.0	33.8	44.1	17.6	4.4	22.1
Racial/Ethnic Group							
White	109	100.0	24.0	49.0	18.3	8.7	26.9
African American	42	100.0	63.2	23.7	7.9	5.3	13.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	100.0	26.6	44.0	19.3	10.1	29.4
Disabled	37	100.0	60.6	36.4	3.0	0.0	3.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	151	100.0	34.5	42.3	15.5	7.7	23.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	151	100.0	34.5	42.3	15.5	7.7	23.2
Socio-Economic Status							
Subsidized meals	75	100.0	47.0	39.4	9.1	4.5	13.6
Full-pay meals	76	100.0	23.7	44.7	21.1	10.5	31.6

Social Studies							
All Students	151	100.0	32.4	50.0	11.3	6.3	17.6
Gender							
Male	82	100.0	27.0	51.4	13.5	8.1	21.6
Female	69	100.0	38.2	48.5	8.8	4.4	13.2
Racial/Ethnic Group							
White	109	100.0	25.0	56.7	11.5	6.7	18.3
African American	42	100.0	52.6	31.6	10.5	5.3	15.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	100.0	27.5	51.4	12.8	8.3	21.1
Disabled	37	100.0	48.5	45.5	6.1	0.0	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	151	100.0	32.4	50.0	11.3	6.3	17.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	151	100.0	32.4	50.0	11.3	6.3	17.6
Socio-Economic Status							
Subsidized meals	75	100.0	39.4	48.5	10.6	1.5	12.1
Full-pay meals	76	100.0	26.3	51.3	11.8	10.5	22.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	41	100.0	23.1	43.6	33.3	N/A	33.3
	4	58	100.0	20.7	41.4	37.9	N/A	37.9
	5	48	100.0	34.0	44.7	19.1	2.1	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	49	100.0	8.5	42.6	48.9	0.0	48.9
	4	43	100.0	25.6	56.4	17.9	0.0	17.9
	5	59	100.0	17.9	48.2	32.1	1.8	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	41	100.0	28.2	64.1	7.7	N/A	7.7
	4	58	100.0	19.0	46.6	24.1	10.3	34.5
	5	48	100.0	31.9	44.7	21.3	2.1	23.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	49	100.0	25.5	44.7	23.4	6.4	29.8
	4	43	100.0	10.3	56.4	33.3	0.0	33.3
	5	59	100.0	21.4	50.0	14.3	14.3	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	49	100.0	34.0	48.9	10.6	6.4	17.0
	4	43	100.0	41.0	43.6	15.4	0.0	15.4
	5	59	100.0	30.4	35.7	19.6	14.3	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	49	100.0	10.6	61.7	19.1	8.5	27.7
	4	43	100.0	33.3	53.8	10.3	2.6	12.8
	5	59	100.0	50.0	37.5	5.4	7.1	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 318)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.0%	Up from 2.2%	3.2%	3.0%
Attendance rate	96.6%	Up from 96.2%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%	Up from 4.8%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%	Up from 2.7%	3.7%	3.2%
Eligible for gifted and talented	7.1%	Down from 12.9%	12.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 7.5%	9.3%	8.2%
Older than usual for grade	1.3%	Up from 0.3%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	60.9%	Down from 63.6%	53.3%	52.6%
Continuing contract teachers	87.0%	Up from 72.7%	86.3%	83.3%
Highly qualified teachers	90.9%	Up from 90.0%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.0%	Down from 88.2%	87.7%	87.0%
Teacher attendance rate	95.6%	Up from 94.5%	95.0%	95.0%
Average teacher salary	\$40,699	Up 2.1%	\$41,485	\$41,703
Prof. development days/teacher	16.4 days	Down from 17.8 days	13.0 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.2 to 1	18.8 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 87.4%	89.6%	89.8%
Dollars spent per pupil*	\$5,656	Down 1.3%	\$6,144	\$6,242
Percent of expenditures for teacher salaries*	61.0%	Up from 60.4%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Heath Springs Elementary School, along with involved families, business partners and a supportive district administration, is able to offer learning experiences that prepare our children to be unique, independent and responsible citizens. The state standards serve as a guide as we make plans to meet the individual needs of every child.

As we move through the halls of our school, we see evidence of the pride our children, faculty and families take in their school. The Sandlapper Garden, a student-created ecosystem is visible from most classrooms. The calming effects of classical music played throughout the day contribute to the success the students have in writing, artwork, and musical compositions. Individual and group projects display evidence of the accomplishments our students have achieved. Our School Improvement Council worked with our faculty to meet the requirements to be named a Red Carpet School. Our very supportive PTO sponsors Family Activity Nights and a community rodeo, as well as academic programs not covered by our school's budget.

Teachers in grades K-5 planned and trained diligently to successfully implement a Multiple Intelligence, Core Knowledge-based Discovery School Model. A marked improvement in post-test scores verified the success of this model. Increased parental involvement was a key piece in this program. Families of students in K-5 were asked to provide 30 hours of service to the school through various opportunities. We are excited to report that 7,875 family service hours were recorded. This exceeds the 30 hours per family that we request.

We were thrilled to be recognized as a school meeting all AYP goals. Our children continue to show terrific work on PACT as we strive to move children into proficient and advanced. To address language arts improvement, we provide Open Court Reading. SRA Corrective Reading was used in grades 3-5. All students in grades 3-5 have been through the Fast ForWord program. Social studies standards are integrated in language arts. Professional development in the National Reading Panel's five components of reading is ongoing for reading teachers. This training, along with classroom-based reading assessment which measures individual student progress throughout the year, is funded through our Reading First Grant.

Math scores are improving with more students moving to the proficient or advanced categories, which can be attributed to the Everyday Math program. STC and FOSS science kits guide our science program at every grade level.

Our "Community of Learners" continues to celebrate success in many ways.

Sheri Watson, Principal

Lisa Hinson, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	54	43
Percent satisfied with learning environment	100.0%	87.0%	83.3%
Percent satisfied with social and physical environment	100.0%	85.2%	90.5%
Percent satisfied with school-home relations	100.0%	94.4%	88.4%

*Only students at the highest elementary school grade level at this school and their parents were included.